# GUIDELINES FOR REVIEWING
# A CORE READING PROGRAM RUBRIC

## Literacy By Design Grade 3

## Final Review

*Directions for use:*
- Thoroughly review the core reading program using the corresponding rubric.
- Only evaluate the individual components that correlate with the grade level to review. *(Note the placement of the "x" within the grade level columns.)*
- Each indicator must receive a score using the following criteria:
  - 2 – Exceeds expectations
  - 1 – Meets expectations
  - 0 – Does not meet expectations

  *(For any indicator receiving a 0, comments must be provided justifying the score.)*
- Record the total score for each area in the final row for the section.



CENTER ON
INSTRUCTION

| INSTRUCTIONAL DESIGN (ID) | K | 1 | 2 | 3 | 4 | 5 | 6 | Score | Comments (examples, strengths, concerns, questions) |
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| 1. Is there empirical research on this program's efficacy? | X | X | X | X | X | X | X | 2 | Copyrights are around 2007-08 (per online sources on website). |
| 2. (Are resources available to help the teacher understand the rationale for the instructional approach and program strategies (e.g., articles, explanations in the teacher manuals, references, and reliable websites)? | X | X | X | X | X | X | X | 2 | Program Overview and Professional Handbook with essays and examples by respected experts including Marzano, Hoyt, Optiz, and Hill. |
| 3. Does the comprehensive program address the five components of reading (phonological/phonemic awareness, phonics, fluency, vocabulary and comprehension)? | X | X | X | X | X | X | X | 2 | The "pillars" are heavily emphasized with informational notes from experts. Would be more convenient to educators if the CCSS were directly listed/referenced within the individual daily lesson plans and perhaps the scope and sequence plans. |
| 4. In addition to the five components of reading, are other dimensions of reading such as spelling, writing, oral language, and listening comprehension addressed? | X | X | X | X | X | X | X | 2 | Word study appears in daily plans, along with a reasonable list of "no excuse" (most high-frequency) words. Word study does align with CCSS according to the correlation guide.  According to research (Bear, Invernizzi, Templeton, and Johnston) spelling instruction needs to be differentiated for students' development as spellers (such as in Words Their Way), studying one feature at a time and linking new learning to what is known.  Opitz's 5 kinds of listening breakdown and application ideas are included. Fluency is taught and practiced via software; to utilize this software, microphones are needed (with computers). |
| 5. Is there a scope and sequence? | X | X | X | X | X | X | X | 2 | |
| 6. Are goals and objectives clearly stated? | X | X | X | X | X | X | X | 2 | |
| 7. Are student materials aligned with instructional objective of the lesson? | X | X | X | X | X | X | X | 2 | |
| 8. Do instructional materials increase in difficulty as students' skills strengthen? | X | X | X | X | X | X | X | 2 | Eight levels of "Readers for Extending" above and below at each grade level along with Teacher's Edition to help students grow regardless of level (unless they are below or above the levels provided in a given kit).  EL vocabulary is listed in the "Small Groups" guide and within whole-class activities; more differentiation for students with learning disabilities might be needed. |

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| 9. Are all lessons and activities (e.g., whole group, small group, and centers) reading-related? | X | X | X | X | X | X | X | 2 | Developmental Phonics CD-Rom could be a station; other materials may lend themselves to stations with teachers' ingenuity; "Enrichment Activities" and "Enrichment Research Projects" in margins could also be used in stations with the proper reading materials included.<br><br>It seems like there should be more options with technology since this is such an emphasis in education and is relevant to the "real world." |
| 10. Is there a clear and logical organization to the lessons in: | | | | | | | | | |
| the order and procedures of each day's lesson? | X | X | X | X | X | X | X | 2 | |
| the inclusion of all necessary materials? | X | X | X | X | X | X | X | 2 | It would be helpful if even single copies of the "suggested trade titles" were included in the adoption; even better if those were developed into plans for literature circles. If-Then charts and flexible grouping & teaching strategies proposed reflect best practice. |
| the consistency of each day's lesson format? | X | X | X | X | X | X | X | 2 | Easy to follow; consistent format throughout. |
| addressing the components of reading every day? | X | X | X | X | X | X | X | 2 | |
| 11. Is instruction consistently explicit? Is it concise, specific, and related to the objective? | X | X | X | X | X | X | X | 2 | While explicit in planning structure, this seems to sometimes lack substance in details, thus wondering if it's direct and/or complex enough to meet upcoming CCSS. *(For example, on p. 9 of the guide for "Themes 1 and 2", statements such as "Remind students to use good listening skills with their partners," could be improved with the inclusion of a short list of criteria to describe "good" listening skills (especially as listed in the CCSS) and perhaps a way to model or "fishbowl" before implementing.)* |
| 12. Are teacher directives highly details to ensure accurate implementation? | X | X | X | X | X | X | X | 1 | While students use solid strategies such as "Turn and Talk," it might be helpful if information had been provided on how to successfully implement this strategy. Another example is on p. 25 (same booklet); students are asked to think and respond but explicit directions are not given. The authors seem to assume that teachers will know how to effectively implement these instructional strategies. While allowing room for teaching style, it also might leave teachers with questions. |
| 13. Does the lesson format facilitate frequent interactions between teacher and students? | X | X | X | X | X | X | X | 2 | |
| 14. Is instruction consistently systematic? Is there a prescribed order for | X | X | X | X | X | X | X | 2 | |

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| introducing specific skills within each component of reading? | | | | | | | | | |
| 15. Are there coordinated instructional sequences and instructional routines which include: | | | | | | | | | |
| Modeling? | X | X | X | X | X | X | X | 2 | Good use of think-aloud, think-along, and "think on my own" sections; however, directions sometimes say, "Have students..." but modeling isn't mentioned, nor are examples provided for scaffolded instruction. |
| Guided practice with feedback? | X | X | X | X | X | X | X | 2 | Guided practice with feedback is most evident within small-group component as students are scaffolded from "shared reading" to "interactive reading," scaffolding use of comprehension strategies. |
| Student practice and application? | X | X | X | X | X | X | X | 2 | |
| Cumulative review? | X | X | X | X | X | X | X | 2 | Evident in daily vocabulary and word study as well as with the way writing is presented in the TE  2 |
| 16. Are there many guided practice opportunities for explicit teaching and teacher-directed feedback (for typically progressing readers and more for struggling readers)? | X | X | X | X | X | X | X | 2 | The "EL View" and "Struggling Readers" insets could be helpful.  Also, "Alternative Ways To Use This Text" enhances ways to practice and to provide timely feedback. |
| 17. Does the program provide clear guidance for the teacher to document student progress and inform instruction? | X | X | X | X | X | X | X | 2 | Progress Assessments are available at the end of each Theme Unit, rubrics within the "Comprehension Bridge" can inform instruction virtually daily; fluency software can used as warranted (but microphone needed w/ computer); phonics, fluency, comprehension assessments are mentioned in margins of TEs during daily lessons (for both whole-class and small-group lessons).  Also, benchmark stories allow for feedback on student progress. |
| 18. Does instruction make a clear connection *among* all five components? | X | X | X | X | X | X | X | 2 | |
| 19. Is scaffolding a prominent part of the lessons? | X | X | X | X | X | X | X | 2 | Small-group lessons to connect the whole-class strategy with what's taking place in the small group.  The "Comprehension Bridge" cards are referred to on a daily basis for linking whole-class instruction to small-group as well.  The bridge cards are also excellent because they are student friendly. |
| 20. Are instructions for scaffolding specific within each lesson? | X | X | X | X | X | X | X | 2 | The teacher instructs, models, and provides guided practice in a variety of ways, then asks students to apply a skill on their own in the section "Support Reading Independence". |
| 21. Are teachers encouraged to give | X | X | X | X | X | X | X | 2 | This is done particularly in the white boxed areas |

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| immediate, specific feedback (corrective or positive)? | | | | | | | | | throughout the TEs.  It seems "assumed" that interaction will also take place during informal assessments that are mentioned in the "assess progress" boxes.  Could be more specific. |
| 22.  Is differentiated instruction prominent? | X | X | X | X | X | X | X | 2 | White-boxed ways to differentiate for ELs, struggling readers, for small groups, and individuals are embedded throughout TEs.<br><br>It might be helpful for teachers with a diverse student population to have access to more lower-leveled readers to account for the reading needs of inclusion students, ELLs, and other striving readers. |
| 23.  Is instruction differentiated based on assessment? | X | X | X | X | X | X | X | 2 | Assessing students both formally and informally is referred to throughout; some are available online, others are paper/pencil and some utilize a rubric. |
| 24.  Are directions for differentiating instruction specific? | X | X | X | X | X | X | X | 2 | White-boxes delineate ways to differentiate for ELs, struggling readers, for small groups, and individuals are embedded throughout TEs. |
| 25.  Is small-group instruction (small teacher-pupil ratio) part of daily instruction? | X | X | X | X | X | X | X | 2 | It's mentioned in every plan, every day; separate, leveled plans with leveled texts are included in a range both below and above level for each themed unit.  It might be necessary to "borrow" lower/higher books from other grades if you have a diverse population in your classroom.  However, the range the company is providing is probably realistic. |
| 26.  Are there guidelines for forming flexible groups based on student progress? | X | X | X | X | X | X | X | 2 | If-Then charts at the beginning of themed units (for reading and writing workshops) are helpful in guiding small groups (and in understanding writers' needs); diagnostic tests help with placement; progress tests are available for each theme and can be used to determine groups; benchmark books/assessments are available for progress monitoring, particularly between testing windows.  Some of the program guides are also helpful in thinking this through. |
| 27.  Are enrichment activities included for advanced students? | X | X | X | X | X | X | X | 2 | Enrichment activities are listed in daily lesson plans.  Leveled readers and related plans can also help with advancing students.<br><br>The graphic organizers are mainly used in writing responses, which can be good tools for challenging advanced readers. |
| 28.  Does the program provide instruction for English Learners? | X | X | X | X | X | X | X | 2 | EL instructional notes are evident in daily plans as well as plans for small groups; vocabulary considerations are listed as well as Spanish cognates. |
| 29.  Does the program specify for whom it is appropriate (e.g., students on or above grade level, students slightly | X | X | X | X | X | X | X | 2 | The "Correlation of Reading Levels to Grade-Level Readability" chart on p. T25 in the Program Overview booklet indicates that the leveled |

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| behind their peers, students more than one grade level behind their peers)? | | | | | | | | | readers in third grade are available to meet needs from level "J" to "Q," which is several levels below grade level to one above grade level.  There are several titles from which to choose from each level of readers.  While having readers ranging from levels "J" to "Q" seems extensive, there could be more added to each end to assure that ALL students' reading levels are covered.<br><br>It would be helpful if CCSS were listed within each lesson plan and its corresponding activities. |
| 30. Does the program specify who should provide instruction for accurate implementation (e.g., special education teacher, general education teacher, paraprofessional, or volunteer)? | X | X | X | X | X | X | X | 1 | It is mentioned in the "Program Overview" guide on p. T6 that "classroom teachers" should be teaching.  The researchers listed and their related publications (T7) all assume classroom teachers are providing instruction (though you'd have to read them to find out).  It seems assumed that highly-qualified professionals are the teachers. |
| 31.  Does the program specify the instructional setting (e.g., general education classroom, computer lab, or resource room)? | X | X | X | X | X | X | X | 1 | It mentions whole-class instruction as well as small-group.  Therefore, it seems to be assuming a general education classroom is the setting. |
| **TOTAL** | | | | | | | | 71 | |

| PHONICS (P) | K | 1 | 2 | 3 | 4 | 5 | 6 | Score | **Comments**<br>(examples, strengths, concerns, questions) |
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| 1.   Is phonics instruction **explicit**? | X | X | X | X | X | X | X | 2 | |
| 2.   Is phonics instruction **systematic**? | X | X | X | X | X | X | X | 2 | Most of the lessons continue over several days and explore phonics in a variety of ways. |
| 3.   Does phonics instruction include **coordinated instructional sequences** and **routines**? | X | X | X | X | X | X | X | 2 | Appendix pg.32-33 presents a routine for the week; teachers should bear in mind that there are other meaningful activities that they could put into these routines. |
| 4.   Is phonics instruction **scaffolded**? | X | X | X | X | X | X | X | 1 | This might need to be more challenging.  For example, waiting to introduce contractions until Theme 13 seems a bit tardy; other than sporadic work in small groups, common prefixes and suffixes as well as Latin suffixes--and even working on decoding multisyllabic words--are also introduced later in the year (beginning in Theme 11).   Students should be reviewing skills throughout the year; the teacher might need to expand instruction on his/her own. |
| 5.   Does phonics instruction include **cumulative review**? | X | X | X | X | X | X | X | 1 | There are occasional "connections" between grammar and word study; however, there are times when grammar work (such as parts of speech) seems to overtake word study. It is difficult to judge this without access to copies of |

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| | | | | | | | | | | assessments, |
| 6. | Are assessments included to measure and monitor progress in phonics? | X | X | X | X | X | X | X | 1 | Word study assessments are usually tied in with spelling assessments each week. |
| 7. | Are symbol to sound (decoding) and sound to symbol (spelling) taught explicitly? | X | X | X | X | X | X | X | 1 | This is done more often in the earlier themes; over time there are a lot of "have the students complete the page" vs. explicit (and deeper) instruction. |
| 8. | Is spelling taught during word learning so students can understand how sounds map onto print? | X | X | X | X | X | X | X | 1 | Usually; in later themes, however, word study is occasionally replaced by grammar work (with parts of speech, etc.). |
| 9. | Does instruction progress from simple to more complex concepts (e.g., CVC words before CCCVCC words and single syllable words before multisyllabic words)? | X | X | X | X | X | X | X | 2 | It should probably move faster in order to address the more complex standards in the CCSS, though the pace might prove helpful to students who need more time/practice. |
| 10. | Are reviews of previously taught concepts and words frequent and cumulative? | X | X | X | X | X | X | X | 2 | Word study skills are taught, practiced and occasionally reviewed and are sometimes linked to new concepts, such as grammar. It is also reinforced in the various reading texts over time. |
| 11. | Is emphasis placed on fluency practice for each phonics component (e.g., sound identification, CVC blending, word recognition, multisyllabic words, and text reading)? | X | X | X | X | X | X | X | 1 | In the beginning, fluency seems to be emphasized far more than it is in later themes when it seems to only appear in the third lesson of the week. It appears to be practiced daily through some of the small-group lessons in guided reading. |
| 12. | Are there ample decodable texts (familiar and unfamiliar) for students to practice applying their skills with phonic elements? | X | X | X | X | | | | 2 | There are many shorter passages to help with new skill(s). |
| 13. | Are decodable texts read before trade books (for students to master new skills)? | X | X | X | X | | | | 2 | Every lesson has "sourcebook" pieces that are shorter and are read through interactive, shared, or modeled reading. These are often used prior to the "trade book" (basal, on-level) text. |
| 14. | Does the program clarify that high frequency words can be both regular and irregular? | X | X | X | X | | | | 1 | High-frequency are only addressed on the "no excuses" spelling list. There doesn't seem to be direct instruction regarding high-frequency words, even though third graders often have many to master as readers and writers. |
| 15. | Does the program include explicit instruction in irregular words and decoding strategies for the decodable parts of words (clarifying that the letters represent their most common sounds as well as the irregularities of certain letters)? | X | X | X | X | | | | 1 | Work with irregularly spelled words seems minimal, mentioned only in the Appendix on pp. A-27-A29 and A32-33. |
| 16. | Are the numbers of high frequency, irregular words introduced in one lesson kept to a minimum? | X | X | X | X | | | | 2 | There are 4 each week, so they are kept to a minimum. However, instruction is not explicit. Many of the words don't seem to be the most common high-frequency words for this grade level. |

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| | | | | | | | | | Some are words that are in word families, etc. |
| 17. Are irregular words pre-taught before students read connected texts? | X | X | X | X | | | | 2 | Sometimes they are taught in vocabulary words, sometimes in word study work. Most attention seems to come later in the year (other than the high-frequency words on spelling lists). |
| 18. Are difficult, high frequency words reviewed often and cumulatively? | X | X | X | X | | | | 1 | There is an assessment at the end of each unit. |
| 19. Are students taught the strategy of chunking when trying to decode multisyllabic words? | | X | X | X | X | X | X | 0 | As many as 4 affixes are taught in a week and more through trying to make sense of the affix rather than focusing on chunking words through syllabication or looking at root words to aide with decoding. Multisyllabic words are taught in vocabulary lessons but chunking these words is not evident. Instruction seems to be up to the teacher's planning vs. being taught through consistent and explicitly-planned lessons. |
| 20. Does the program provide teacher modeling of a think-aloud strategy to aid in multisyllabic word analysis? | | X | X | X | X | X | X | 0 | Taught occasionally through fix-up strategies. According to the index, this is only done 6 times total across the year. This seems woefully insufficient, especially considering the complexity of the task. |
| 21. Are students taught strategies to read multisyllabic words by using prefixes, suffixes, and known word parts? | | X | X | X | X | X | X | 1 | |
| 22. Is instruction explicit in the use of syllable types (e.g., open, closed, vowel-consonant-e, vowel combinations, r-controlled, and consonant-le)? | | X | X | X | X | X | X | 1 | Some explicit instruction is present, but more is needed. CTG pg. 518 defines syllables as a word part with a vowel; students spend time separating and clapping syllables near the end of the year and complete worksheets (skills masters) in Theme 16. Other than that, it's mentioned on p. 186 (one time) in the Small Groups Teacher's Guide. |
| 23. Is a section of the program devoted to advanced phonics (structural analysis) skills? | | | X | X | X | X | X | 0 | There is some, but it's near the end of the series. It seems likely that more may be needed. |
| 24. Are advanced phonics skills taught explicitly, first in isolation and then in words and connected texts? | | | X | X | X | X | X | 0 | There is some, but it's near the end of the series. It seems likely that more may be needed. |
| 25. Does the program include spelling strategies (e.g., word sorts, categorization activities, word-building activities, and word analogies)? | | X | X | X | X | X | X | 2 | There is a 4-day spelling routine explained in the Appendix on pages A 32-33. |
| 26. Is instruction in the meaning of roots and affixes explicit and do students analyze the relationship of spelling to meaning of complex words? | | | | X | X | X | X | 1 | The work is mostly geared toward the meaning of the affixes. |
| 27. Are word parts that occur with high | | X | X | X | X | X | X | 2 | Prefixes taught are un-, non-, in-, dis-, re-, pre-. |

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| frequency (e.g., un-, re-, in-, and –ful) taught rather than those that occur only in a few words? | | | | | | | | | Suffixes taught are -able, -ful, -fully, -ion, -less, -ly, -ment, -ness, -tion. |
| 28. Are there activities for distinguishing and interpreting words with multiple meanings? | | X | X | X | X | X | X | 1 | These are taught but only for one week in Theme 7. More time and explicit instruction may be needed. |
| 29. Once advanced phonics strategies have been mastered, are they immediately applied to reading and interpreting familiar and unfamiliar connected texts? | | X | X | X | X | X | X | 1 | Advanced phonics are not really introduced until the last grading period. They are practiced but ample time to master (in this teaching sequence) may not be possible. |
| 30. Are words used in advanced phonics activities also found in student texts? | | X | X | X | X | X | X | 1 | It seems so but is hard to know with copies of only a few texts. |
| **TOTAL** | | | | | | | | 37 | |

| FLUENCY (F) | K | 1 | 2 | 3 | 4 | 5 | 6 | Score | Comments (examples, strengths, concerns, questions) |
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| 1. Is fluency instruction **explicit**? | X | X | X | X | X | X | X | 1 | At first it is; but by Theme 10 (out of 16), it tapers off significantly. It seems more evident in the guided reading. |
| 2. Is fluency instruction **systematic**? | X | X | X | X | X | X | X | 2 | It is for the first half of the year, addressing inflection, phrasing, and using punctuation to inform meaning. The "Fluent Reader Software" could be beneficial but was not available for preview other than an overview online. |
| 3. Does fluency instruction include **coordinated instructional sequences** and **routines?** | X | X | X | X | X | X | X | 2 | It does drift away in the latter themes, but is planned throughout Themes 1-10 and is fairly consistent with addressing key aspects. Use of the software could help compensate, but you need to have a microphone with a computer. |
| 4. Is fluency instruction **scaffolded**? | X | X | X | X | X | X | X | 1 | It appears that the fluency software component might help with this (again, it's hard to know without really being able to preview it effectively). |
| 5. Does fluency instruction include **cumulative review**? | X | X | X | X | X | X | X | 1 | It repeatedly teaches/reviews inflection, phrasing, and using punctuation to inform meaning through Theme 10. (If this had continued through all themes, it would have been better.) |
| 6. Are assessments included to measure and monitor progress in fluency? | X | X | X | X | X | X | X | 2 | As long as the fluency software is including and does what it says, it should accomplish this task. |
| 7. Does the program address all dimensions of fluency (speed, accuracy, and prosody)? | X | X | X | X | X | X | X | 2 | Again, the fluency software could assist with this, particularly addressing rate without having the teacher run a stopwatch. Accuracy and prosody are addressed. |
| 8. Does the program encourage the | X | X | X | X | X | X | X | 2 | This is done with the whole class (and should be |

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| | teacher to model speed, accuracy, and prosody? | | | | | | | | | embedded with all of the modeling the teacher is doing), as well as in small-group routines. |
| 9. | Does fluency practice during letter-sound study and text reading involve the teacher's providing feedback to students? | X | X | X | X | X | X | X | 1 | The computer program should give some feedback in terms of data (the reviewers did not have access to the program to try it). There usually are NOT explicit directions for teachers to consider feedback; it seems to be at the teacher's discretion. |
| 10. | Is fluency instruction integrated into each day's lesson? | X | X | X | X | X | X | X | 1 | Mostly through only Theme 10. After that, it tends to be no more than once each week. |
| 11. | Is the decoding strategy taught so that it becomes automatic? | X | X | X | X | X | X | X | 1 | Word Study is introduced, practiced, and reviewed regularly. Vocabulary has a routine for each week. Decoding strategies are also embedded in fix- up strategies as they are taught. |
| 12. | Are irregular words taught to be recognized automatically? | X | X | X | X | X | X | X | 1 | When in vocabulary, they are taught to the point of automaticity; high-frequency words are mentioned on the spelling lists, but they are not consistent with words found on lists such as Fry's or the Dolsch. |
| 13. | Is there an emphasis on reading multisyllabic words fluently? | | X | X | X | X | X | X | 1 | This is true when considering vocabulary instruction. When considering word work, it occurs only in later themes. |
| 14. | Are research-based fluency strategies (e.g., timed readings, peer reading, and repeated readings) included? | | X | X | X | X | X | X | 2 | Lessons include varied practice strategies and software should allow for timed readings without teacher's assistance. |
| 15. | Is fluency practice introduced after students are proficient at reading words accurately (e.g., in lists, sentences, and passages)? | | X | X | X | X | X | X | 2 | Yes, assuming all third graders are readers; teachers will need to consider what's appropriate for students. |
| 16. | Does fluency practice involve decodable texts (texts that include phonic elements and word types students have previously been taught)? | | X | X | X | X | X | X | 1 | These are very much "on level" if not harder (reviewers only had access to short texts that were in the manuals provided.) |
| 17. | Are both narrative and expository texts provided for students to read aloud? | | X | X | X | X | X | X | 2 | Rigby has paid attention to balancing these, even in the leveled readers. This will help with meeting the CCSS. |
| 18. | Are teacher prompts included to encourage students to read aloud in order to determine skills application and accuracy? | | X | X | X | X | X | X | 2 | A variety of strategies are mentioned for teachers to use with students for oral reading. |
| 19. | After error correction, are students asked to reread the word, word list, or sentence correctly and then to reread it from the beginning? | X | X | X | X | X | X | X | 1 | The SGTG alludes to this more than the whole-class guide. It is satisfactory but would be improved if far more explicit. |

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| 20. | Are students given ample practice opportunities to use text at their independent or instructional level to help build fluency? | | X | X | X | X | X | X | 1 | As long as materials are available for their appropriate levels, this is true.  For those far below or above grade level, teachers will have to use extra resources. |
| 21. | Is the number of texts at each level sufficient to provide adequate practice opportunities? | | X | X | X | X | X | X | 2 | As long as students are within a year of grade level; of course, the closer they are to grade level, the more texts that are available. |
| 22. | Does the program clearly show the teacher how to determine independent, instructional, and frustrational reading levels for individual students? | | X | X | X | X | X | X | 1 | There are benchmarking texts (levels J-Q) to help with assessing students between testing windows (progress monitoring). There are also two sets of diagnostic assessments, and it looks like an online assessment is in the works--reviewers can't be 100% sure based on the information the company provided. |
| 23. | Is there a guide to help teachers calculate fluency rate? | | X | X | X | X | X | X | 1 | Presumably the software will do that; reviewers were not provided software for preview. |
| 24. | Do students have opportunities to time themselves and graph results after rereading the same text? | | | X | X | X | X | X | 0 | Presumably the software will do that; reviewers were not provided software for preview. |
| 25. | Are there directions for how to pair students for partner reading? | | X | X | X | X | X | X | 0 | The Professional Handbook discusses it on T66-67 but never really talks about how to make effective decisions in pairing students. |
| 26. | Are students taught a specific error correction to use when reading with a partner? | | X | X | X | X | X | X | 1 | This is done through the 5 types of listening that are embedded for reading comprehension strategies. |
| 27. | Is there continuous progress monitoring of oral reading fluency? | | X | X | X | X | X | X | 1 | It is available at the teacher's discretion through the software. |
| 28. | Is an end-of-the-year fluency goal of correct words per minute given for each grade? | | X | X | X | X | X | X | 1 | *Publisher's Comments:* End-of-the-year fluency goals can be calculated using the Small Group Reading Teacher's Guide Appendix. |
| **TOTAL** | | | | | | | | | **37** | |

| VOCABULARY (V) | K | 1 | 2 | 3 | 4 | 5 | 6 | Score | Comments (examples, strengths, concerns, questions) |
|---|---|---|---|---|---|---|---|---|---|
| 1. Is vocabulary instruction **explicit**? | X | X | X | X | X | X | X | 2 | Marzano's strategies are evident throughout the themes. |
| 2. Is vocabulary instruction **systematic**? | X | X | X | X | X | X | X | 2 | |
| 3. Does vocabulary instruction include **coordinated instructional sequences** and **routines**? | X | X | X | X | X | X | X | 2 | |
| 4. Is vocabulary instruction **scaffolded**? | X | X | X | X | X | X | X | 2 | It's differentiated for EL students, which could be useful with LD students, as well. It also provides cognates for Spanish. |
| 5. Does vocabulary instruction include **cumulative review**? | X | X | X | X | X | X | X | 1 | Weekly review in reflecting. |
| 6. Are assessments included to measure and monitor progress in **vocabulary**? | X | X | X | X | X | X | X | 1 | The vocabulary is assessed on the unit assessments |
| 7. Is emphasis placed on listening and speaking vocabulary? | X | X | X | X | X | X | X | 2 | Listening and speaking are intentionally and explicitly embedded throughout the themes and strategies. |
| 8. Is there emphasis on reading and writing vocabulary? | X | X | X | X | X | X | X | 2 | Vocabulary is practiced through reading and writing on a daily basis, using Marzano's strategies. |
| 9. Are students exposed to diverse vocabulary through listening to or reading narrative and expository texts? | X | X | X | X | X | X | X | 2 | |
| 10. Does the program include frequent use of teacher read-alouds using higher level books with explanation and instruction of key vocabulary? | X | X | X | X | X | X | X | 1 | The read-alouds seem to be through read-alouds/ "pieces" in the "sourcebook". The themes suggest connected novels (to the theme, not to the vocabulary). |
| 11. Does the program include a variety of texts that allow students ample opportunities to engage in wide reading at their independent levels? | | X | X | X | X | X | X | 2 | There are leveled readers but teachers often appreciate quality literature in trade books. |
| 12. Does vocabulary instruction occur before, during, and after reading? | X | X | X | X | X | X | X | 2 | |
| 13. Are a limited number of words selected for robust, explicit vocabulary instruction? | X | X | X | X | X | X | X | 2 | |
| 14. Are important, useful, and difficult words taught? | X | X | X | X | X | X | X | 2 | |
| 15. Does the instructional routine for vocabulary include: | | | | | | | | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Introducing the word? | X | X | X | X | X | X | X | 2 | |
| Presenting a student-friendly explanation? | X | X | X | X | X | X | X | 2 | |
| Clarifying the word with examples? | X | X | X | X | X | X | X | 2 | |
| Checking students' understanding? | X | X | X | X | X | X | X | 1 | This might be stronger with an assessment each week, but the daily tasks are strong and could be used as informal assessments of understanding. |
| 16. Are ample opportunities provided to engage in oral vocabulary activities that: | | | | | | | | | |
| Repeat exposure to words in rich and multiple contexts? | X | X | X | X | X | X | X | 2 | |
| Use everyday language to explain word meanings? | X | X | X | X | X | X | X | 2 | |
| Connect word meanings to prior knowledge? | X | X | X | X | X | X | X | 2 | |
| 17. Are students given multiple opportunities to use new words in reading sentences, paragraphs, or longer texts? | X | X | X | X | X | X | X | 2 | |
| 18. Is extended instruction provided in multiple contexts to promote word awareness using word banks, vocabulary logs, writing, semantic maps, concept definition mapping, and word classification? | X | X | X | X | X | X | X | 2 | |
| 19. Are strategies taught over time to ensure understanding and correct application? | X | X | X | X | X | X | X | 2 | |
| 20. Are meanings of prefixes, roots, and suffixes taught before connecting them to words? | | X | X | X | X | X | X | 1 | They are, but affixes are not taught until at least mid-year. Sometimes several affixes may be taught at one time. Spreading them out should allow for more time and practice to build a stronger foundation. |
| 21. Is a strategy to determine word meanings based on meanings of prefixes, roots, and suffixes taught? | | X | X | X | X | X | X | 1 | |
| 22. Are various aspects of word study included (either under vocabulary or word recognition) such as: | | | | | | | | | |
| Concepts of word meaning? | X | X | X | X | X | X | X | 2 | |
| Multiple meanings? | X | X | X | X | X | X | X | 1 | Done with brevity (1 week). |

| | K | 1 | 2 | 3 | 4 | 5 | 6 | Score | Comments |
|---|---|---|---|---|---|---|---|---|---|
| Synonyms? | X | X | X | X | X | X | X | 1 | Done with brevity (1-2 weeks w/ antonyms). |
| Antonyms? | X | X | X | X | X | X | X | 1 | Done with brevity (1-2 weeks w/ synonyms). |
| Homonyms? | | X | X | X | X | X | X | 1 | Done with brevity (1-2 weeks) with a short revisit in small groups. |
| Figurative meanings? | | X | X | X | X | X | X | 1 | Idioms appear in only two small-group lessons; exaggeration, humor, metaphor, personification, and simile are "touched upon" but many are only during small groups and only 1-2 times. Depending on which small groups in which a student works, instruction might be incidental. |
| Morphemic analysis? | | | X | X | X | X | X | 1 | |
| Etymologies? | | | | X | X | X | X | 1 | |
| 23. Is dictionary use explicitly taught using grade-appropriate dictionaries? | | X | X | X | X | X | X | 1 | It is taught for about a week and reviewed once; dictionaries probably have to be supplied by the teacher (except for sourcebook pages). |
| 24. Is the use of context to gain the meaning of an unfamiliar word kept to a minimum? | X | X | X | X | X | X | X | 1 | Using context clues is an important skill along with vocabulary instruction. Important fix-up strategies should probably be taught even more consistently and earlier in this series. Using context clues IS an important learning standard for grade 3. |
| 25. Is computer technology used to help teach vocabulary? | X | X | X | X | X | X | X | 0 | Not evident, though some things could be translated to technology, such as vocabulary journals (but it's up to the ingenuity of the teacher--not embedded in the program). Overheads seem to be used instead of downloadables for interactive whiteboards, etc. MUCH, MUCH more is expected and needed. |
| **TOTAL** | | | | | | | | 57 | |

| COMPREHENSION (C) | K | 1 | 2 | 3 | 4 | 5 | 6 | Score | Comments (examples, strengths, concerns, questions) |
|---|---|---|---|---|---|---|---|---|---|
| 1. Is comprehension instruction explicit? | X | X | X | X | X | X | X | 2 | It seems sufficient, but it lacks explicit directions about what the teacher should be saying to students in order to ensure deeper thinking on the students' parts. Information about providing timely feedback seems to be lacking, as well. |
| 2. Is comprehension instruction systematic? | X | X | X | X | X | X | X | 2 | While systematic, some reviewers wondered about the sequence of comprehension strategy instruction. For example, It's not until CTG p. 140 that monitoring understanding is introduced, and various aspects of it are only addressed in small groups (which will be incidental instruction |

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| | | | | | | | | | based on reading level--so it could be missed by some students).<br><br>Using fix-up strategies doesn't make an appearance until CTG p. 213. Yet inferring is introduced almost right away; it seems a paradox that students would be inferring without first receiving instruction on how to monitor their comprehension.<br><br>Perhaps visualizing should be taught earlier than it is (termed "creating images") as it is essential to monitoring comprehension. |
| 3. Does comprehension instruction include coordinated instructional sequences and routines? | X | X | X | X | X | X | X | 2 | There are clear instructional sequences and routines, though more explicit plans to guide teachers to great teaching would be helpful. |
| 4. Is comprehension instruction scaffolded? | X | X | X | X | X | X | X | 2 | It is in the sense that the types of reading are layered for gradual release. |
| 5. Does comprehension instruction include cumulative review? | X | X | X | X | X | X | X | 2 | Strategies are revisited from time-to-time. |
| 6. Are assessments included to measure and monitor progress in comprehension? | X | X | X | X | X | X | X | 2 | Presumably this is done with the Progress Test for each theme as well as with Benchmark books (but only if you are near grade-level as a reader). |
| 7. Is learning to determine which strategy to use and why (metacognition) part of instruction? | X | X | X | X | X | X | X | 2 | |
| 8. When a strategy is taught, is it applied frequently so students understand its usefulness? | X | X | X | X | X | X | X | 2 | All strategies seem to receive intentional attention in the CTG and Comprehension Bridge between 15-20 times. |
| 9. Are students asked to apply previously learned strategies to new texts? | | X | X | X | X | X | X | 2 | |
| 10. Is appropriate text provided for students to practice applying strategies? | | X | X | X | X | X | X | 1 | There are ample texts as long as students' needs fall in the range of texts provided by the company. Teachers typically struggle with finding texts for EL and LD students--or students who are simply struggling readers. It all depends on the range of readers in a classroom. |
| 11. Does program instruction enable students to establish and adjust purposes for reading (e.g., reading to understand, interpret, inform, to enjoy, and to solve problems)? | X | X | X | X | X | X | X | 1 | Rigby considers reading purpose to fall under the category of "determining importance" and it appears to be taught only in Theme 16. |
| 12. Does instruction support the use of multiple, coordinated comprehension strategies? | X | X | X | X | X | X | X | 2 | It's open-ended enough to do this successfully, especially since comprehension strategies are taught and revisited across the year. |

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|---|---|---|---|---|---|---|---|---|---|
| 13. Are guided and supported cooperative learning groups suggested as an instructional technique? | X | X | X | X | X | X | X | 2 | Many grouping strategies are used throughout the series; most are also explained in the Professional Handbook though not necessarily how to form groups. |
| 14. Does instruction begin with the use of short passages? | X | X | X | X | X | X | X | 1 | They are relatively short, but not short enough to be accessible to all readers in a diverse classroom. |
| 15. Does instruction emphasize that students have a conceptual understanding of beginning, middle, and end? | X | X | X | X | X | X | X | 2 | This is done seemingly only in small groups: twice through retelling instruction and twice through sequencing instruction. Rigby has this falling under the category of "synthesis." |
| 16. Does the program provide prompts for the teacher to guide the students through texts using think-alouds? | X | X | X | X | X | X | X | 2 | Virtually every lesson contains "think-alouds" usually in a white box in the margin in the bottom half. |
| 17. Are models of effective questioning techniques (e.g., Bloom's taxonomy) provided to guide and monitor students' comprehension? | X | X | X | X | X | X | X | 2 | Questioning is taught as a comprehension strategy and appears 18 times across the themes in the CTG and yet 7 more times in the SGRTG. Throughout lessons, the teacher is given many ways to question students, and many of the discussions are led by questions. |
| 18. Are there ample opportunities for students to listen to narrative and expository text? | X | X | X | X | X | X | X | 2 | While there are many listening opportunities for both types of texts, the reviewers concur that teachers should still read trade books/novels to their classes. |
| 19. Is instruction in narrative and expository text structures explicit? | X | X | X | X | X | X | X | 1 | While evident and ample, more directions for explicit instruction to lead students to the deeper thinking is going to be required by the CCSS. |
| 20. Are there ample opportunities for students to read narrative and expository texts at independent and instructional levels? | | X | X | X | X | X | X | 2 | There are ample opportunities as long as students read at or near grade level. |
| 21. Is there a variety of narrative and expository books at the appropriate readability level for student practice? | | X | X | X | X | X | X | 2 | There are ample opportunities as long as students read at or near grade level. Teachers may need more than what comes with their grade-level kits. |
| 22. Do texts contain useful and familiar concepts and vocabulary? | X | X | X | X | X | X | X | 2 | A lot of the literature in the textbook is of high quality, as well. |
| 23. Are there instructional routines for comprehension strategies for use before, during, and after reading (e.g., prediction, story grammar, summarization, graphic organizers)? | X | X | X | X | X | X | X | 2 | After reading activities are the only ones that seem vague at times. Teachers will want to choose wisely from the many graphic organizers and consider when and how to apply them to something meaningful (not a means to and end) as they abound; overuse is no better than too many worksheets. |
| 24. Is the "main idea" strategy taught systematically (e.g., using pictures, then individual sentences, then paragraphs, etc.)? | X | X | X | X | X | X | X | 1 | This seems to be instructed via writing more than during reading. It would be stronger if evident in both reading and writing instruction. Since this is an important "Key Idea and Detail" component of the CCSS (RI 3.1, RI 3.2) |

| No. | Question | | | | | | | | Rating | Comments |
|---|---|---|---|---|---|---|---|---|---|---|
| 25. | Once students have grasped the concept of "main idea," are more complex texts used in which the main idea is not explicit? | | X | X | X | X | X | X | 1 | |
| 26. | Are elements of story grammar (e.g., setting, characters, important events, etc.) taught and used for retelling a story? | X | X | X | X | X | X | X | 1 | Retelling is seemingly mostly taught only twice in small groups; identifying characters was found on p. 488-489 in the CTG and p. 209 in the SGRTG; plot is mentioned once in the CTG, p. 479 and twice in the SGRTG on p.54 and p. 129; setting mentioned once in the CTG on p. 281and in the SGRTG p. 89 and p. 214; story structure is mentioned only once per se on p. 49 of the SGRTG. |
| 27. | Does instruction focus on discussion story grammar and comparing stories? | X | X | X | X | X | X | X | 1 | Comparing stories seems sufficient in that it is addressed a number of times through "Making Connections," though text-to-text is really only taught early on in small groups. Story grammar is weaker. |
| 28. | Is story grammar introduced systematically, beginning with simple text that gradually becomes more complex? | X | X | X | X | X | X | X | 1 | See #26 (above, same section); aspects are introduced sporadically across the year and are hardly mentioned; reviewers hope it will be sufficient to meet CCSS. |
| 29. | Are students taught to use graphic organizers to illustrate relationships among concepts in text (e.g., story maps, Venn diagrams, and semantic maps)? | X | X | X | X | X | X | X | 2 | Organizers are used in many lessons and students become very familiar with them. |
| 30. | Are conventions of expository text (e.g., chapter headings, charts, and graphs) taught? | | X | X | X | X | X | X | 2 | Many are taught in the whole-group and small-group settings. In the whole-group setting (for all students), text features/conventions include a bar graph, captions, a diagram, a flow chart, graphs, labels, a map, scope/sequence, subheadings. These and several others are taught in small groups |
| 31. | Are explicit strategies for interpreting information from charts, graphs, tables, and diagrams taught? | X | X | X | X | X | X | X | 1 | They are taught in large groups, often only once, though; however, depending on reading level, students should receive extra instruction on interpreting these features. |
| 32. | After instruction, is there systematic review of: | | | | | | | | | |
| | Literal comprehension? | X | X | X | X | X | X | X | 2 | There is not always a clearly defined "after-reading" segment in the lesson. Students are often completing something in sourcebook; reviewers were unable to determine precise quality, as we did not have a copy to preview. |
| | Retelling? | X | X | X | X | X | X | X | 1 | Aspects of revisiting the story are used, but retellings are not taught nor used consistently, even at the beginning of the year. Being that this is so critical in demonstrating comprehension, it seems to fall short. |

| | K | 1 | 2 | 3 | 4 | 5 | 6 | Score | Comments |
|---|---|---|---|---|---|---|---|---|---|
| Main idea? | X | X | X | X | X | X | X | 1 | Again, main idea & details seem only to be taught through writing.  There are probably many times in the sourcebook and other materials that students are asked to work with the main idea and details.  The company should have sent these materials along so that reviewers could form clear opinions. |
| Summarization? | X | X | X | X | X | X | X | 1 | Appears in small group lessons on SGRTG and sporadically in the TEs. |
| 33.  Does the program provide instruction for students to become self-directed in using comprehension strategies (e.g., rereading, paraphrasing, making explicit connections from text to prior knowledge, underlining and note-taking, and visualizing relationships and events in the text)? | | X | X | X | X | X | X | 2 | |
| **TOTAL** | | | | | | | | **59** | |

| STANDARDS ALIGNMENT | K | 1 | 2 | 3 | 4 | 5 | 6 | Score | Comments (examples, strengths, concerns, questions) |
|---|---|---|---|---|---|---|---|---|---|
| 1. Is clear alignment provided to the Common Core State Standards? | X | X | X | X | X | X | X | 1 | The correlation guide is totally insufficient for busy teachers who have to note standards on their plans--they don't have time for cross-referencing.  Indiana's teachers also need to align standards with curriculum calendars, which stands to be a nightmare if these are not noted in the TEs.

While there is alignment noted in the correlation guide, it is essential that they appear directly in the manuals, as well. |
| 2.  Is clear alignment provided to the Indiana Academic Standards? | | | X | X | X | X | X | 1 | See #1 in this section. |
| **TOTAL** | | | | | | | | **2** | Many teachers are required to cite standards in their lesson plans and/or on tests or in grade books.   No standards--IAS nor CCSS--are stated directly in Rigby's teaching manuals.  The review team agreed that this will pose difficulties for teachers. |

| MOTIVATION AND ENGAGEMENT (M&E) | K | 1 | 2 | 3 | 4 | 5 | 6 | Score | **Comments** *(examples, strengths, concerns, questions)* |
|---|---|---|---|---|---|---|---|---|---|
| 1. Does the program direct the teacher in ways to increase student motivation such as: | | | | | | | | | |
| 2. Making reading relevant to students' lives? | X | X | X | X | X | X | X | 2 | Students are involved in many discussions in a variety of groups with interesting questions posed. The "enrichment" activities can be very interesting and motivating if taught via inquiry. |
| 3. Providing meaningful goals for learning from texts? | X | X | X | X | X | X | X | 1 | Sometimes this is done through questioning, projects, linking to previously-taught strategies, etc. Could be more explicitly presented. |
| 4. Making available a variety of choices (e.g., texts and assignments) that align with instruction? | X | X | X | X | X | X | X | 1 | There might be varied assignments and texts. Most of the more interesting assignments seem to be for "enrichment" thus possibly being overlooked or only going to more proficient readers. Remember, too, the text range may or may not be sufficient for the readers in a diverse classroom. |
| 5. Providing opportunities for students to work collaboratively? | X | X | X | X | X | X | X | 2 | Partner and group work are emphasized in virtually every lesson. There are many different purposes for students to work in groups as well as and time designated for the classroom teacher to consider small guided reading groups or independent work time as well. |
| **TOTAL** | | | | | | | | 6 | |

| ASSESSMENT (A) | K | 1 | 2 | 3 | 4 | 5 | 6 | Score | **Comments** *(examples, strengths, concerns, questions)* |
|---|---|---|---|---|---|---|---|---|---|
| 1. Are assessments included that teachers can use to guide student movement through the program (e.g., screening, progress monitoring, diagnostic, and outcome measures)? | X | X | X | X | X | X | X | 2 | While sufficient, it seems that Rigby falls short with online tools. There seems to be a lot of paper/pencil assessments. There are benchmarks books with assessments to help with progress monitoring between testing windows. |
| 2. Does the program provide teacher guidance in using assessment results to differentiate instruction? | X | X | X | X | X | X | X | 2 | This seems to be a solid part of the program, though reviewers did not have copies of assessment guides for previewing. |
| 3. Do the assessments identify students who are at risk or already experiencing difficulty learning to read? | X | X | X | X | X | X | X | 2 | According to the literature, it sounds like they will assist with this process through diagnostics and benchmarks. Reviewers would like to see more online tools. |
| **TOTAL** | | | | | | | | 6 | |

| PROFESSIONAL DEVELOPMENT (PD) | K | 1 | 2 | 3 | 4 | 5 | 6 | Score | Comments (examples, strengths, concerns, questions) |
|---|---|---|---|---|---|---|---|---|---|
| 1. Is adequate time offered for teachers to learn new concepts and practice what they have learned? | X | X | X | X | X | X | X | 2 | |
| 2. Is there a plan for coaches, mentors, peers, or outside experts to provide feedback to teachers and follow-up assistance as they put new concepts into practice? | X | X | X | X | X | X | X | 1 | It looks traditional in that someone will come to our site to tell us how to use their program and its elements. Online implementation training will help some teachers and coaches in understanding the layout and expectations for implementation. The online book group discussion guide might be useful if you need it. |
| 3. Are teachers taught how to administer and interpret assessments that accompany the program? | X | X | X | X | X | X | X | 1 | It looks like this would be done in the on-site implementation training. Teachers could revisit information online then, as needed. |
| 4. Is program PD customized to meet participants' varying needs (e.g., first-year teachers, coaches, and principals)? | X | X | X | X | X | X | X | 1 | It looks like a one-size-fits-all model, unless you spend extra money for the "Customizable Professional Development" aspect. |
| 5. Does the PD provide support (e.g., principal checklists, follow-up, in-class modeling, and a CD for viewing model lessons) to facilitate application of content? | X | X | X | X | X | X | X | 1 | See comment on #4. |
| TOTAL | | | | | | | | 6 | *Publisher's Comment:* More customized professional development options are available in our PD brochure at a charge. |